

Report to the ECAC

March 22, 2016

UPDATES STAKEHOLDER RECOMMENDATIONS: READY AND TABLED

- ▶ DCF, DHS, DOC, and DPI review 2nd edition of the Blueprint. Then market Blueprint across state, private, and advocacy sectors.
- ▶ Ask DPI to get child and family serving state agencies to sign the Data Compact.
- ▶ Create a website to support professional development with centralized training and development resources.
- ▶ State departments, organizations and institutions of higher education continue to work together toward creating an integrated system of cross-sector professional development that embeds professional and cultural competencies, standards and on-going in-service/pre-service supports.

STAKEHOLDER RECOMMENDATIONS:
READY

Stakeholder Recommendation #1
DCF, DHS, DOC, and DPI review 2nd edition
of the Blueprint. Then market Blueprint across
state, private, and advocacy sectors.

**A MODEL FOR COMPREHENSIVE AND
ALIGNED SYSTEM FOR EARLY
CHILDHOOD SCREENING AND
ASSESSMENT : WISCONSIN'S BLUEPRINT**



A MODEL FOR COMPREHENSIVE AND ALIGNED SYSTEM FOR EARLY CHILDHOOD SCREENING AND ASSESSMENT : WISCONSIN'S BLUEPRINT

- First Edition 2012:
 - Common definitions across sectors (medical, care, education)
 - A model for a screening and assessment process for children from birth through 3rd grade, and
 - Critical Time Periods for Screening and Assessment: Visual Chart and Narrative
- Second Edition (ECAC Project Team) 2014-2015
 - Defined gaps and identified potential strategies to fill gaps
- Third Edition 2016
 - Moving through DHS, DCF, and DPI for final review, considerations for “buy-in” and marketing planning.

A MODEL FOR COMPREHENSIVE AND ALIGNED SYSTEM FOR EARLY CHILDHOOD SCREENING AND ASSESSMENT : WISCONSIN'S BLUEPRINT

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Stakeholder Recommendation #2.

Ask DPI to get child and family serving state agencies to sign the Data Compact.

Two “waves” of federal data sharing efforts have created data initiatives in WI:

- ▶ The “first wave”:
P-20
- ▶ The “second wave”:
Wisconsin early childhood integrated data system
(WI ECIDS)

Data initiatives impacted by this recommendation:

P-20:

- 2009 State data sharing legislation among DPI and higher education
- Specifically for research on educational programs
- 2013–15 budget added DCF and DWD (these connections will occur through the ECIDS technical solution)

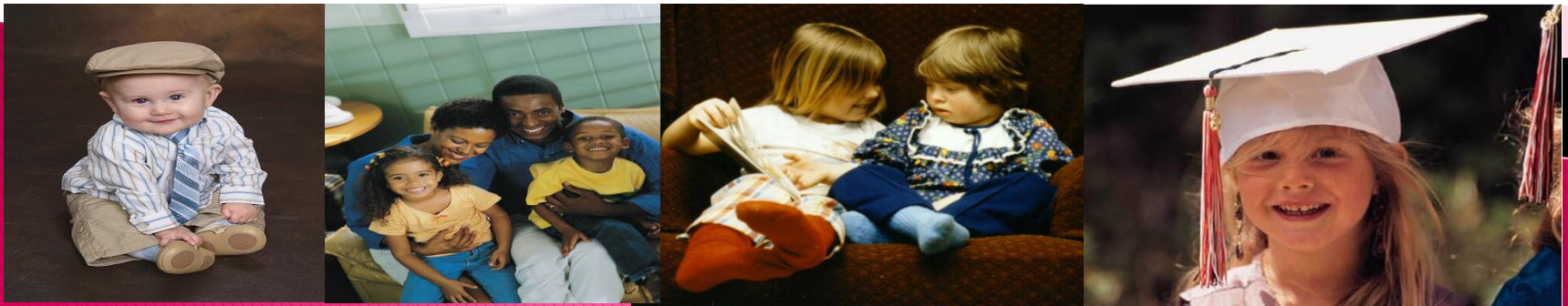
WI ECIDS:

- Federal project to promote early childhood data sharing
- To build technical solutions to allow data sharing
- Initial systems include data from DPI, DCF, and DHS
- Technical solution will be designed to serve other state agencies as well

WISCONSIN EARLY CHILDHOOD INTEGRATED DATA SYSTEM (WI ECIDS)

Update for ECAC

MARCH 22, 2016



How are the children of Wisconsin doing?



The Policy Questions We Want to Answer*

- Are children, birth to 5, on track to succeed when they enter school and beyond?
- Which children and families are and are not being served by which programs/services?
- Which children have access to high-quality early childhood programs and services?
- What characteristics of programs are associated with positive child outcomes for which children?
- What are the educational and economic returns on early childhood investments?

Connecting the dots....Underlying Questions (small sample)

- ▶ EC Questions Requiring Integrated Data (source: 2012 WI Data Roundtable)
 - Do children of families receiving TANF benefits do better in school than children of poor families not participating in TANF? Do they receive more preventative health services?
 - How do children who were placed in foster care during pre-school years do in school?
 - Is quality of child care (as measured by YoungStar) associated with better school and health outcomes?
 - How do children who were low-birth-weight infants do in school? Are there early care programs that help them and their families?

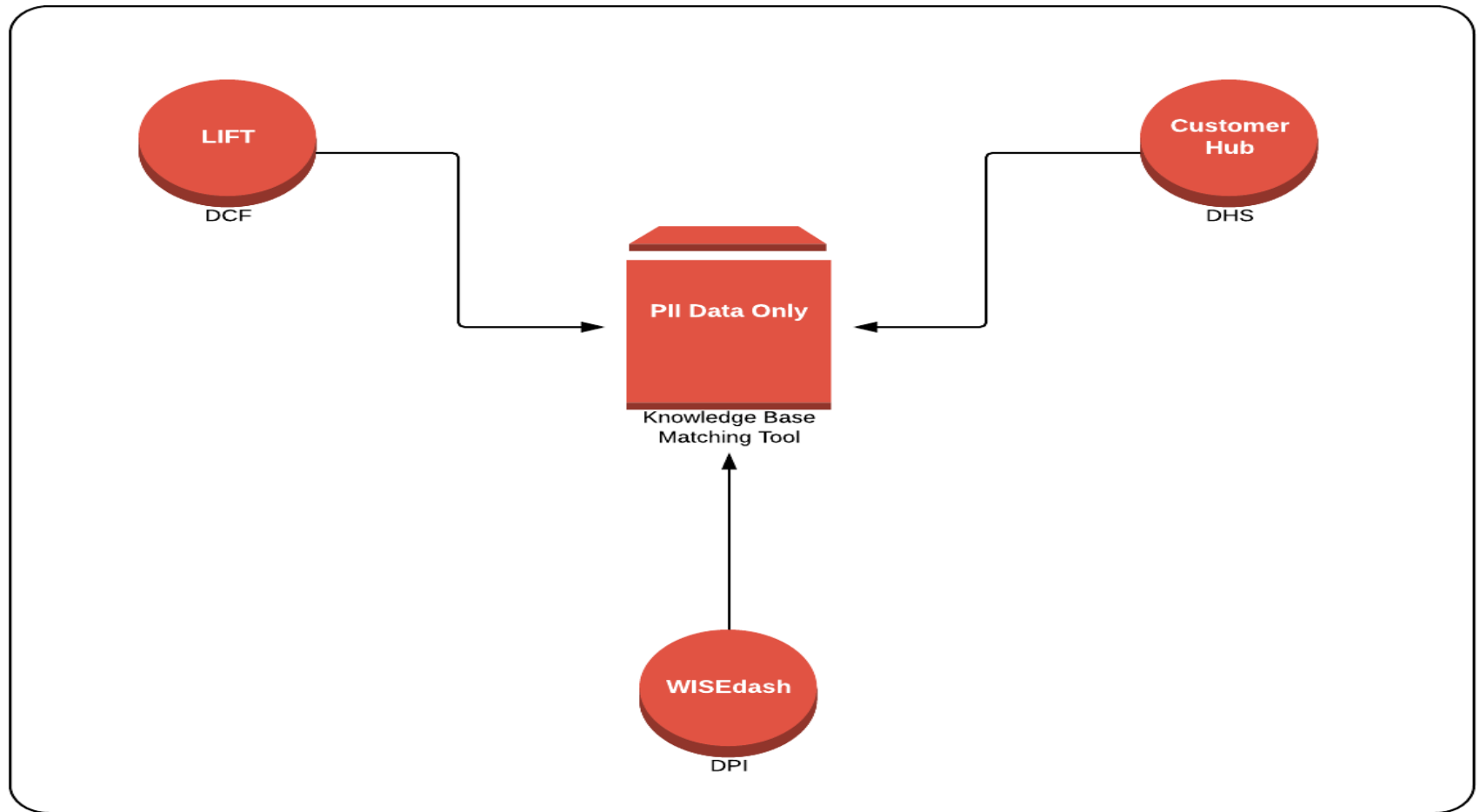
Wisconsin: EC Date Across Three Agencies (37 programs) – Where We Start

- ▶ Department of Public Instruction (DPI)
 - WISEdash (existing data warehouse)
- ▶ Department of Children and Families (DCF)
 - LIFT (Longitudinal Information on Family Touchpoints) (building with RTT funds)
- ▶ Department of Health Services (DHS)
 - The Customer Hub (building with RTT funds)
- ▶ ECIDS Knowledge Base
 - Establishes and maintains cross-agency links for client, participant and student records related to the same individual. (building with RTT funds)

Wisconsin's ECIDS: A Hybrid Federated Model

- ▶ Agencies' program data will not be stored in the ECIDS.
- ▶ All that will be centrally stored in the Knowledge Base are data elements needed to match records across agencies.
- ▶ Those centrally stored data elements will not be disclosed to anyone.

Wisconsin's ECIDS: A Hybrid Federated Model



Programs Involved In The Initial ECIDS

► DPI WISEdash

- Student Demographic Information
- Attendance
- Enrollment
- Retention
- Suspensions/Expulsions/Incident Type
- English Proficiency
- WSAS Assessments (3rd Grade Math and Reading)
- Phonological Awareness Literacy Screening (PALS)

Programs Involved In The Initial ECIDS

- ▶ DCF LIFT (Longitudinal Information on Family TouchPoints)
 - Child Welfare
 - WI Shares – Child Care Subsidy Program
 - Wisconsin Works (W2)

Programs Involved In The Initial ECIDS

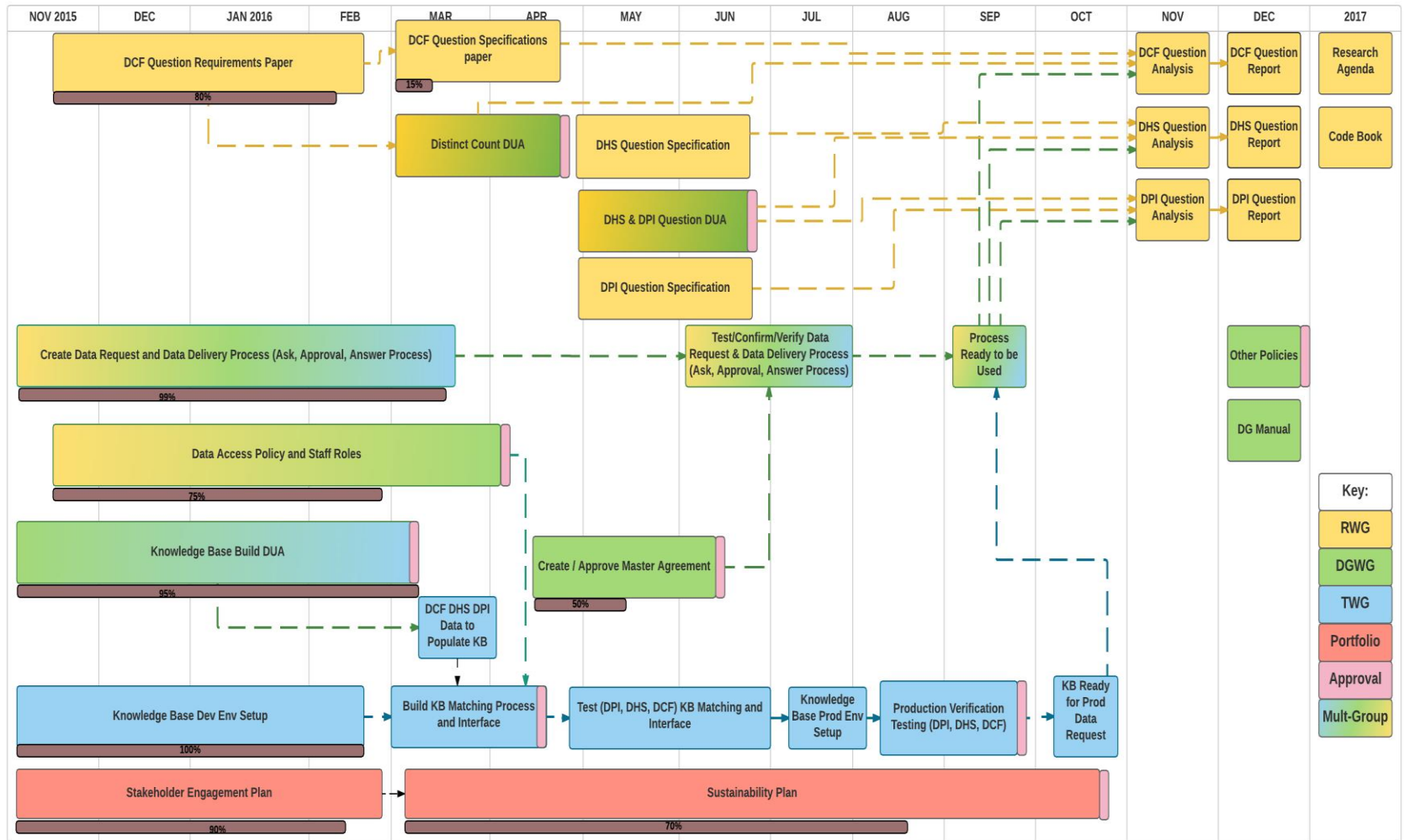
▶ DHS Customer Hub

- Birth Records
- Maternal and Child Health
- Immunizations
- Early Hearing Detection & Intervention
- Lead Screening & Remediation
- Birth to 3: Developmental Delays

ECIDS Roadmap

ECIDS HIGH LEVEL ROADMAP (TASK FLOW)

June Fox | March 15, 2016



ECIDS Cross-Departmental Analytic Plan: The Three Research Questions for 2016

▶ DCF:

- Focused on Policy Question #2: Which children and families are and are not being served by which programs/services?
- Conduct a distinct count of children in early childhood programs across the three agencies.

▶ DHS:

- Focused on Policy Question #1: Are children, birth to five, on track to succeed when they enter school and beyond?
- Among children in WE-TRAC with an identified hearing loss and those enrolled in the Birth to Three Program for reasons related to hearing loss who were born in WI during 2007–2011, what were the rates of behavioral issues in 4K and K in this student population? Behavioral issues will be measured by attendance rates and suspensions rates during the 4K and K school years.

▶ DPI:

- Focused on Policy Question #1: Are children, birth to five, on track to succeed when they enter school and beyond?
- What are the mean 3rd grade mathematics and reading test scores for Wisconsin children who were authorized to receive WI Shares child care subsidies in 2008?

The ECIDS:

Does		Does NOT	
✓	Make the process of sharing data between our agencies easier, faster, and more reliable.	✗	Pool agencies' data together in a centralized data warehouse.
✓	Require adherence to all federal and state privacy laws and regulations.	✗	Abridge agencies and programs ownership of their data or data managers' data security responsibilities.
✓	Enable analysts to use de-identified data to study characteristics and outcomes of groups of participants.	✗	Provide data on individuals needed for day-to-day operations or case management.
✓	Strictly control access to data through agency assigned roles and by requiring data use agreements.	✗	Enable interested individuals to view and use agencies data at will.

ECIDS Progress and What is Planned Through 2016

▶ Key accomplishments

- Agreed on the “hybrid federated” approach
- Agreed on how we will match records across agencies
- Developed a process for exchanging data that ensures a very high level of protection for data records
- Mapped out a joint governing and decision making structure
- Set the foundation for hosting the ECIDS technical solution at DOA/DET
- Chose analytic questions involving data from all three agencies to pilot the ECIDS; these include a Distinct Count
- Circulated a draft data use agreement for building the technical solution for legal review by all three agencies (close to approval)

ECIDS Progress and What is Planned Through 2016

▶ Planned for remainder of 2016

- Build, test, and operationalize the technical solution
- Approve data access policies controlling who may have what kinds of access to ECIDS data
- Complete the Distinct Count and the two other analytical questions
- Develop and approve a master data sharing agreement to streamline interagency data exchanges
- Re-Engage Stakeholders
- Make plans for sustaining the ECIDS past the grant
- Apply for a one-year, no-cost extension to the RTTT grant for Project 10

For More Information:

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- ▶ Jayson Chung, P-20 and Data Compact – jayson.chung@dpi.wi.gov



Stakeholder Recommendation #3

Create a website to support professional development with centralized training and development resources.



Who is the Audience?

- Parents and Consumers
- People looking for a career
- Current providers, teachers, and educators
- Program managers or administrators
- Training and technical assistance (T/TA) providers
- Policy makers



What are they looking for?

- Information on career pathways
- Resources to inform their practice
- Material necessary to provide content T/TA
- Information on the system
- Access to current professional development effort
- Managing teacher licensing and certification

What exists now?

- Individual program area websites at the DCF, DPI, DHS, sector associations, and every institution of higher education
- Cross sector websites:
 - Resources and Training Materials: <http://www.collaboratingpartners.com/>
 - Professional development modules (in progress): <http://www.wiecpdonline.com/>
- Regulation/Licensing/Certification/Career Pathways
 - The Child Care Registry: <https://www.the-registry.org/>
 - DPI Teacher Licensing: <http://dpi.wi.gov/tepd/>
 - WECA Child Care <http://wisconsinearlychildhood.org/>
- Professional Development Management Systems/1 stop?
 - Cross System Portfolio (no public access at this time)
 - DPI WISELearn resources for educators Pk-12 (in progress)

Stakeholder Recommendation #4

State departments, organizations and institutions of higher education continue to work together toward creating an integrated system of cross-sector professional development that embeds professional and cultural competencies, standards and on-going in-service/pre-service supports.

A Few of the Things that Exist

- The Wisconsin Professional Development Initiative
- Wisconsin Model Early Learning Standards
- WI Core Competencies and T/Ta Competencies
- DPI Excellence for All Initiative
- DCF Inter-tribal Child Care Council
- RTT Tribal State Relations Project
- WECA First Nations Initiative
- WI Collaborating Partners and department braided funding initiative

- ▶ Create a consistent screening and assessment tool.
- ▶ Have agency leads conduct an early childhood/family spending analysis and reallocate funds accordingly.
- ▶ Legislative support family impact analysis.
- ▶ Conduct a Family Impact analysis for policies including parents in analysis and decision making.
- ▶ Early Childhood Mental Health Consultant

STAKEHOLDER RECOMMENDATIONS:
TABLED